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ABSTRACT

Using personal interviews, telephone interviews, and, when necessary, mailed questionnaires, Standing Rock Community College (SRCC) conducted follow-up surveys with 64 of the 68 students who had graduated from SRCC between May 1976 and December 1979. The interviews or questionnaires solicited information concerning demographic characteristics, educational background, reasons for attending SRCC, the influence of the college's location (the Standing Rock Sioux Reservation) on the student's decision to attend, the student's major field of study, plans for further schooling, employment status and the relationship of employment to the student's course of study, the aspects of SRCC that were most valuable to the student, and suggestions for improvement. Analysis of the survey data involved a cross tabulation of selected findings with respondents' age, sex, tribal affiliation, high school background, i.e., diploma or equivalency certificate, previous postsecondary training, date of graduation from SRCC, type of degree obtained, major, and parents' educational background. The study report discusses SRCC's history and service district, reviews literature concerning Indian community colleges, details methodology, presents a demographic and educational profile of the respondents, and details survey findings and cross tabulation results. Data tables and the survey instrument are included. (JP)

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A FOLLOW-UP STUDY OF STANDING ROCK COMMUNITY COLLEGE GRADUATES

by
Jean Katus

Bachelor of Arts, Yankton College, 1966

An Independent Study

Submitted to the Graduate Faculty

of the

University of North Dakota

in partial fulfillment of the requirements

for the degree of

Master of Science

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May
1980

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This Independent Study, submitted by Jean Katus in partial fulfillment of the requirements for the Degree of Master of Science from the University of North Dakota is hereby approved by the Faculty Advisor under whom the work has been done.

_____

Advisor

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AUTHOR ABSTRACT

A FOLLOW-UP STUDY OF STANDING ROCK COMMUNITY COLLEGE GRADUATES

The document is a report of a follow-up study done of all Standing Rcok Community College (Ft. Yates, ND) graduates from May 1976 through December 1979. It answers the questions: 1) What are the characteristics of people who have graduated from SRCC? 2) How have SRCC graduates assessed the presence of a community college on their reservation with regard to their decisions to attend? 3) What kinds of employment patterns have occurred among SRCC graduates? 4) How do graduates of SRCC evaluate their college experience? The report demonstrates a methodology for designing an instrument for a follow-up study, collecting the information, and reporting it.

by Jean Katus

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INTRODUCTION

The purpose of this study is to identify certain information about Standing Rock Community College (SRCC)* graduates from May 1976, the time of the first graduation, through December 1979. The data was gathered from October 26, 1979 to January 31, 1980. The information contained in the data will answer the following questions:

> What are the characteristics of people who have graduated from SRCC?
>
> How have SRCC graduates assessed the presence of a community college on their reservation with regard to their decisions to attend?
>
> What kinds of employment patterns have occurred among SRCC graduates?
>
> How do graduates of SRCC evaluate their college experience?

The study has included all 68 graduates of the college. Since the total number is not terribly large and since the college offers several degree programs, it was decided that the most accurate way of obtaining information was to interview all the graduates. The degree programs offered are Associate of Arts, Associate of Science, One-Year Secretarial

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*Information about Standing Rock Community College and the Standing Rock Reservation has been compiled from the SRCC Catalogue 1979-1981; the AIHEC Final Report Research Project on Indian Community Colleges, March 1979; the SRCC Status Study Report, Fall 1977; and the writer's knowledge and perceptions based on several years' teaching experience at the college.

Certificate, Practical Nursing, Bachelor of Science. The latter degree is actually granted through the University of North Dakota which assists in training elementary education majors through the SRCC Teacher Training Project.

Unfortunately, all questionnaires were not completed. A large percentage, however, have been completed, rendering the study valuable to Standing Rock Community College.

Because an extensive follow-up study of SRCC graduates had not previously been done, the administration of the college requested the study. Nearly two years ago, the college achieved candidacy status for accreditation from the North Central Association of Colleges and Secondary Schools. The Association requires periodic reports concerning the progress of SRCC. A follow-up of the graduates can provide useful information in the reporting process. In addition, reports to other agencies that have awarded grants to the college are required. The funding to operate the many programs in existence comes from various sources. The programs presently in operation at SRCC are: a general education program with emphasis on Lakota Studies, Teacher Training Project, Practical Nursing, Business and Secretarial, Vocational Agriculture, Adult Education, and Upper Division (third and fourth year). The information included in this report will be helpful to the accountability of the programs listed, as well as other special short-term programs.

Standing Rock Community College is located on the Standing Rock Sioux Reservation, approximately 70 miles south of

Bismarck (see map, Appendix A) on the Missouri River. The reservation comprises an area of 2.3 million acres of land, located in two states--North and South Dakota. The Indian population is 7,838, most of whom are members of the Hunkpapa Band of the Lakota (Sioux) Tribe. There are also about 6,300 non-Indians who live on or near the reservation.

Recent tribal records (10.), which indicate the Indian population to be 7,838, divide that number into two categories: 5,952 residents living within the reservation and 1,886 living adjacent to the reservation (in or near towns close to the reservation; i.e., Bismarck, McIntosh, Mobridge). Those of working age (16 years and older) total 4,396. Table 1. shows a breakdown by age groups.

TABLE 1.

Number of Standing Rock Residents
In Labor Force By Age Groups

Age	Female	Male	Total
16-24	812	860	1,672
25-34	382	358	740
35-44	311	334	645
45-64	430	454	884
65 and over	215	240	455

SOURCE: Standing Rock Sioux Tribe Manpower Program Report, April 1979.

Those not included in the labor force total 1,648. Table 2. breaks down that total.

TABLE 2.

Number of Standing Rock Residents
Not in Labor Force by Category

Group	Female	Male	Total
Students (16 years and over, including those away at school)	550	406	956
Men (physically or mentally disabled, institutionalized, retired, etc.)	---	72	72
Women for whom no childcare substitutes are available	70	---	70
Women, housewives (physically or mentally disabled, institutionalized, retired, etc.)	550	---	550

SOURCE: Standing Rock Sioux Tribe Manpower Program Report, Fall 1979.

The total potential labor force (16 years and older) is 2,748 (980 females, 1,768 males). Of those employed, 1,116 (455 females, 661 males) earn $5,000 or more a year and 524 (279 females, 245 males) earn less than $5,000 a year. Total employment is 1,640 (734 females, 906 males) or nearly 60%. The 40% unemployment figure compares with a January 1977 national average of approximately 7.8% (4., p.4.). The total unemployment figure is 1,108 (283 females, 825 males). Of that number, 831 (171 females, 660 males) are actively seeking work.

SRCC serves a population that is scattered throughout several communities on the reservation including Fort Yates,

Cannonball, and Porcupine in North Dakota; and Kenel, Wakpala, McLaughlin, Bullhead, and Little Eagle in South Dakota. The college maintains its administrative offices in Fort Yates where the Tribal and Bureau of Indian Affairs (BIA) offices are also located. Additionally, centers are also operating in McLaughlin and Mobridge, South Dakota, and a center previously operated in McIntosh, South Dakota. The average enrollment each term is about 150 students, approximately 70% of whom are Indian.

The college began in 1973 with a grant from Title III of the Higher Education Act of 1965, awarded jointly to Standing Rock Community College and Bismarck Junior College (BJC). Accreditation is granted through BJC, with whom SRCC continues to hold a bi-lateral agreement until such time as it receives its own accreditation.

Previous to the college's actual beginning in 1973, when in September of that year it was granted a Charter by the Standing Rock Sioux Tribal Council, it had existed as a learning center in 1972. The center, with the assistance of BJC, enrolled 95 students in eight courses. Before that time, beginning in 1968, college courses had been offered in Fort Yates by the BJC Continuing Education Program. Interest in higher education had been sparked by Standing Rock residents and educational personnel who formed the Community College Committee in 1971. The Committee, supported by a formal resolution passed by the Tribal Council on April 11, 1972, later became the governing body of the college, the seven-

member tribally-appointed Standing Rock Community College Board of Trustees.

The official philosophy of the college, as stated in the SRCC Catalogue, is:

> The purpose of Standing Rock Community College (SRCC) is to provide a diversified education program to meet the needs of the residents of the Standing Rock Reservation and surrounding area. Education means different things to different people. For some, a college education means the acquisitions of new skills or the improvement of skills for careers and occupations. For some, it means the enrichment of their lives by gaining knowledge and understanding of the world outside their community. For some, it means the sharing of information and experiences of traditional and contemporary Lakota culture. Standing Rock Community College is committed to helping each student realize his goals and to serving the larger community by providing academic leadership and intellectual development. (8., p.8)

In keeping with this philosophy, a deliberate attempt is made to allow the college a unique approach to a unique situation. The data itself will demonstrate the viability of a higher education institution on the reservation designed to fit the needs of the people who participate in it. The characteristics of the graduates themselves, their views of the college's influence in their decisions to attend, their employment patterns, and their evaluation of their experience at SRCC will serve to corroborate the philosophy.

REVIEW OF THE LITERATURE

A search of the literature has shown that few follow-up studies on community colleges have been done. As Michael Bathory and Lewis O. Turner state, "It was found that national and regional follow-up data on community college graduates has not been gathered." (1., p.5) However, their study, "A Survey of Graduates, 1964-1977" has been helpful in setting up the format of this study. "A Profile of City Colleges of Chicago 1972 Graduates" (5.) has also provided some useful basic information about follow-up studies. In the present case, however, the particular design has been based largely upon specific information requested by the Standing Rock Community College administration.

In addition to the literature searched for follow-up studies, a search was also made for information about Indian community colleges in general as that information relates to the items in the follow-up instrument. It can be seen that the resources in this area cite concerns similar to those expressed in SRCC's philosophy, quoted in Chapter 1.

It is difficult to describe exactly what Indian community colleges are. Unlike other institutions of higher education, they have, in general, a quite different purpose. These colleges are:

> . . .closely tied to the problems facing the tribe as a whole. In most higher educational institutions, the focus is aimed at improving individual members of society; in a tribal setting the overall welfare of the tribe, the society, is of primary importance. (9., p.45)

As such, these colleges face situations quite different from their non-Indian counterparts. In an attempt to provide services to populations which are unlike the majority (and, as a result, have different needs), the Indian community colleges find themselves in a transitional state, experimenting with new concepts that are particular to the reservations.

> Metaphorically speaking, they resemble Sociology's marginal man. They are somewhere between the traditional non-Indian model of higher education and a distinctly Indian model. Interestingly enough, as the community colleges move toward this distinctly Indian model, they begin to look more and more like the original concept of a community college, a concept which has been almost totally lost sight of in non-Indian post-secondary education. (3., p.7)

Historically, the Indian community colleges developed because of needs that were not being met by other institutions of post-secondary education.

> The Indian community college eases the trauma of higher education for many Indian students who are very traditional and not likely to be eager for the desperate competition that is found at most colleges. (2., p.iii)

Navajo Community College, established in 1968, was the first tribally controlled institution of higher education. Following closely in time, tribes in the Dakotas instituted higher education centers: the Rosebud Sioux, Oglala Sioux, Turtle Mountain Chippewa, and Standing Rock Sioux. These

centers later evolved into the tribally-chartered community colleges that exist today. The process each tribe followed has been similar to that of Standing Rock, as described in Chapter 1.

Gerald One Feather speaks, like Deloria, of the reasons why it has become vital for colleges to develop on the reservations.

> Indian people have little or no job security and are especially limited in their educational opportunities for upward career mobility. This situation is representative of all Indian reservations in the country differing only in the degrees of poverty levels.
>
> The purpose of developing a higher education system on the reservation is to provide educational opportunities to tribal members and residents which suits their personal needs, unique cultural knowledge and results in economic job placement. (6., pp.38-39)

Echoing this viewpoint and relating it to Indian self-determination, Perry Horse states:

> With the emergence of the concept of self-determination, Indian people were allowed, at least theoretically, the opportunity to undertake the development of their own people and resources. Economic betterment became the key to improving the reservation situation. (3., p.8)

Money began to come in from various sources outside the reservation. Consultants were brought in and federal projects initiated. The result was not necessarily always positive.

> Inevitably, Indian people began to recognize that self-determination required more than access to federal funds. It also required expertise, expertise that could only rarely be provided from outside the reservation. Where could it come from: It became apparent that it must be developed and based locally; and where better to base this local expertise than within the Indian community colleges. (3., p.8)

Horse feels that the expertise is now developing within the college staffs as the community colleges themselves grow. That impact is beginning to be felt. (3., p.13)

> . . .the Indian community colleges are, and should be, moving towards becoming the technical assistance and training arm of their respective tribes . . .Insofar as any institution in Indian or non-Indian life can be non-political, higher education is. They (the Indian community colleges - my parentheses) are capable of taking an impersonal, apolitical view of reservation development possibilities. Their potential as an active change agent on the reservation is very great. (3., p.13)

As difficult to pinpoint as the direction of the Indian community colleges themselves is the concept of what Indian education is and should be. It is different for every Indian community college because every tribe is different. Though Indian education is basically elusive, some points can be made about the Indian community college movement which generalize to all tribes.

> Indian people everywhere are looking at developing their own educational system in order to retrieve those aspects of their Indianness previously lost in the shuffle of going through the American system. This will be a gradual process since old habits are hard to break, and the in-roads made by many decades of forced assimilation have taken their toll. But Indians have proven their resiliency and their ability to survive. And now they are exhibiting a fierce determination to hold on to what is left of the old ways. It remains to be seen what future impact will be made by the Indian colleges. It is clear, though, that the potential for effecting change rests with these fledgling institutions. For it is at the community or tribal level that real educational experiences occur in terms of the specifically Indian things of life. (3., p.12)

The resiliency Horse speaks of is reiterated by Jim Shanley, president of Standing Rock Community College. He

feels that there is now, among Indians, a recognition of the importance of learning to adapt in a complex society and that education is the way to achieve that goal. (7.)

The data for this study will reveal the extent to which the ideals and aspirations presented in this chapter have relevance to the lives of the graduates who completed the questionnaire.

METHOD AND SAMPLE

The sample for this study consists of 68 graduates of Standing Rock Community College from May 1976 through December 1979. The total includes all students who have graduated from the college since it began. Responses to all items on the instrument were given by 64 of the 68 people or 94%. Two graduates did not return the questionnaire by mail; one refused to respond to an interview; and one is deceased. The numbers which follow represent a total of the respondents (64), rather than a total of the graduates (68).

There are 43 female graduates of SRCC (67% of the total) and 21 male graduates (33% of the total). Seven tribes and three bands of Lakota (Sioux) are represented. Table 3. shows this information, as well as totals of non-Indian graduates.

TABLE 3.

Tribal Affiliation and Non-Indian Graduates

	Female	Male	Total	Percentage Of Total
Standing Rock Sioux	31	15	46	72
Oglala Sioux	2	0	2	3
Cheyenne River Sioux	1	0	1	1.5
Santee	1	0	1	1.5
Hidatsa	0	1	1	1.5
Arikara	2	0	2	3
Minnesota Chippewa	1	0	1	1.5
Shoshone	1	0	1	1.5
Quechan	1	0	1	1.5
Non-Indian	3	5	8	13

There are 56 Indians or 87.5% who have graduated from SRCC and 8 non-Indians or 12.5%

Ages range from 4 in the 18-20 year category to 3 in the 51 years or more category. Age groups appear in Table 4.

TABLE 4.

Graduates by Age Group

	Female	Male	Total	Percentage Of Total
18-20 years	4	0	4	6.25
21-23 years	6	0	6	9.38
24-26 years	2	1	3	4.69
27-29 years	5	10	15	23.44
30-32 years	9	5	14	21.88
33-35 years	5	0	5	7.80
36-38 years	5	1	6	9.36
39-41 years	1	1	2	3.13
42-44 years	1	1	2	3.13
45-47 years	1	2	3	4.69
48-50 years	1	0	1	1.56
51 and over	3	0	3	4.69

Table 5. reveals information about graduates' secondary schooling.

TABLE 5.

Graduates by High School
vs.
GED (high school equivalency) Certificates

	Female	Male	Total	Percentage Of Total
Reservation School	13	11	24	38
Non-Reservation School	14	8	22	34
GED Certificates	16	2	18	28

Nine of the 22 non-reservation high school graduates received their diplomas from schools near the Standing Rock Reservation which have a large Indian population: McLaughlin, McIntosh, Mobridge in South Dakota and Solen in North Dakota.

The largest category of the number of years between high school and college graduation is the 10-13 year range. Categories appear in Table 6.

TABLE 6.

Years Between High School and SRCC Graduation

	Female	Male	Total
2--5 years	8	0	8
6--9 years	4	7	11
10-13 years	5	8	13
14-17 years	2	0	2
18-21 years	3	1	4
22-25 years	2	3	5
30 or more	3	0	3

The largest number of years between high school and college graduation is 31.

Three people received their GED's the same year they graduated from Standing Rock Community College. Other categories are shown in Table 7.

TABLE 7.

Years Between GED and SRCC Graduation

	Female	Male	Total
1--3 years	2	1	3
4--6 years	6	1	7
7--9 years	4	0	4
10-11 years	1	0	1

Numbers and percentages of graduates who attended another college (or colleges) or received other training before coming to SRCC are listed in Table 8. Of the 64 graduates, 71.88% fall into this category.

TABLE 8.

Other Colleges or Training Before SRCC

Number of Females	Percentage of Females	Number of Males	Percentage of Males	Total Numbers
28	65.12	18	85.71	46

Twenty-one people (32.81%) were involved in more than one college or training experience previous to the community college. One graduate attended 4 other colleges before SRCC. Table 9. breaks down the kind of training received.

TABLE 9.

Kind of Previous Training

	Total	Percentage Of Total
Academic	29	63.04
Vocational	11	23.92
Combination of the Two	6	13.04

Vocational training includes LPN and military, as well as those fields usually thought of as vocational--mechanics, business, welding.

Parents' education ranges from the father of one graduate with a third-grade education to the mother of another with the equivalent of a Master's Degree. Three people did not know their parents' educational level and another 7 knew the level of only one parent. One mother and one father received GED's. Parents' education is compiled in Table 10.

TABLE 10.

Education of Parents of Graduates

	Father's Education	Mother's Education	Total	Percentage Of Total
Not known	8	5	13	10
Less than 8 years	9	4	13	10
Completed 8 years	13	11	24	19
Less than 12 years	13	19	32	25
Completed 12 years	13	16	29	23
More than 12 years	8	9	17	13

Table 11. lists graduates by type of degree. The Associate of Arts degree has the largest number.

TABLE 11.

Graduates by Type of Degree Received

	Female	Male	Total	Percentage Of Total
Nursing	8	0	8	12.50
Associate of Arts	12	13	25	39.07
Associate of Science	8	0	8	12.50
1-Year Secretarial	1	0	1	1.56
Bachelor of Science	8	5	13	20.31
Nursing and Associate of Arts	1	0	1	1.56
Associate of Arts and Bachelor of Science	5	3	8	12.50

Several programs, in addition to types of degrees, are represented. They are shown in Table 12.

TABLE 12.

Graduates by Programs

	Female	Male	Total
Teacher Training	14	9	23
Nursing	9	0	9
General Education	9	12	21
Business	11	0	11

Fifty-two graduates are employed; 46 of them full-time. Twenty-six stated that they are working at jobs for which they were specifically trained. Of the twelve graduates not employed, four are planning to work or are presently seeking work, two are undecided, four are continuing their schooling, and two do not plan to work at this time. All 12 stated that they felt their degree from SRCC would help them get a job.

The instrument used is in the form of a questionnaire (see Appendix B). Along with the instrument, a letter of permission written by the Vice-President of SRCC was used (see Appendix C). The instrument was divided into four parts relating to the four questions posed in Chapter 1. Questions 1-14 of the questionnaire ask for demographic data; questions 15 and 16 deal with employment; question 17 relates to unemployment; and questions 18 and 19 are concerned with quality of education.

The data was collected using three methods. Whenever possible, personal interviews were conducted. If graduates could not be contacted personally, telephone interviews were held. The last choice was that of mailing the questionnaires. The results were: personal interviews - 50; telephone interviews - 12; and mailed questionnaires - 2. An attempt was made to personally interview the one person who refused to respond. Mailed questionnaires and two follow-up letters were sent to the two who did not reply. The study began October 26, 1979 and was completed on January 31, 1980. All data was collected by the writer.

The data has been analyzed by sorting it on frequency counts and percentages. Selected variables used in relation to the questions dealing with decisions to attend, employment patterns, and quality of education are: age, sex, tribal affiliation, high school diploma vs. GED certificate; previous post-secondary training, date of graduation from SRCC, type of degree attained, specific program, and parents' education.

RESULTS

In reporting the results of the study, certain clarifications need to be made. There are places where totals exceed 64, the number of the sample, because some respondents have given more than one answer to some questions. In addition, all variables have not been used in all four of the questions posed in Chapter 1, but have been used only where applicable. The first question: What are the characteristics of people who have graduated from SRCC? has been answered in Chapter 3.

In response to the second question: How have SRCC graduates assessed the presence of a community college on their reservation with regard to their decisions to attend?, various reasons were given. Table 13. shows a breakdown of reasons by age. The age used is that of the respondent at the time of graduation from SRCC. Age distributions were grouped on the following basis: the 27-32 age group had the largest total; the 18-26 group had the next largest total; and the 33-38 and 39 and over groups had an equal number.

TABLE 13.

Decisions to Attend by Age Group

	18-26	27-32	33-38	39 or more	Total Responses
Proximity/ Convenience/ Availability	9	9	7	5	30
Continue/further education	2	4	0	3	9
Work/job skills	1	1	3	2	7
Staff: Specific Members/ Staff in General	2	2	0	0	4
Individual Attention	1	1	0	0	2
Social Aspects	0	1	0	0	1
Complete Degree	0	1	0	2	3
G.I. Bill	0	2	0	0	2
Specific Program:					
Indian Studies	0	0	0	4	4
Teacher Training	0	3	0	0	3
Nursing	1	2	0	0	3
Comfortable Atmosphere	1	1	0	0	2
Size	1	1	0	0	2
Taking Courses/Good Courses	1	1	0	0	2
Personal Satisfaction	1	0	0	0	1
Parents' Wish	0	1	0	0	1

Some people were encouraged by the college staff to attend, sometimes by specific staff members. That category appears as "Staff: Specific Members/Staff in General". Others were motivated by the existence of or by hearing about specific programs. A few began at the college by simply taking a course or two and later were led into a degree program. Some stated that they became interested in the degree on the basis of the good courses they were taking. The category is listed as "Taking Courses/Good Courses".

Table 14. demonstrates how the same reasons chosen for attending SRCC break down by sex.

TABLE 14.

Decisions to Attend by Sex

	Female	Male	Total Responses
Proximity/ Convenience/ Availability	24	7	31
Continue/further education	4	4	8
Work/Job Skills	5	1	6
Staff: Specific Members/ Staff in General	1	3	4
Individual Attention	1	1	2
Social Aspects	1	0	1
Complete Degree	5	4	9
G.I. Bill	0	2	2
Specific Program:			
Indian Studies	2	2	4
Teacher Training	1	3	4
Nursing	3	0	3
Comfortable Atmosphere	1	1	2
Size	1	1	2
Taking Courses/Good Courses	1	1	2
Personal Satisfaction	1	1	2
Parents' Wish	1	0	1

Answers varied for question #12 on the instrument, "If SRCC were not here, would you have attended or continued attending another college?" The results appear in Table 15. The sex variable has been used, as well as totals and percentages.

TABLE 15.

If College Had Not Existed, Attendance at Other College

	Female	Male	Total	Percentage of Total
Yes	25	10	35	55
No	17	10	27	42
Maybe	1	1	2	3

Rather than use the tribal affiliation variable for the last three questions posed in Chapter 1, the writer felt it more relevant to use an Indian/non-Indian variable. Reasons for non-Indians attending SRCC are available in Table 16.

TABLE 16.

Reasons for Non-Indians Attending SRCC

Reason	Number of Responses
Proximity/Convenience/Availability	2
Continue/Further Education	3
G.I. Bill	2
Indian Studies	4
Complete Degree	1

Using the high school vs. GED variable, decisions to attend are listed in Table 17. for GED graduates.

TABLE 17.

Decisions to Attend by GED Graduates

Reason	Total	Percentage Of Total
Proximity/Convenience/Availability	10	56
Continue/Further Education	1	5
Work/Job Skills	2	12
Staff: Specific Members/ Staff in General	2	12
Complete Degree	1	5
Personal Satisfaction	1	5
Parents' Wish	1	5

Students who graduated from non-reservation high schools number 22. Of that total, 13, or 59%, graduated from high schools that do not have an Indian population. The reasons and number of responses for non-reservation high school graduates attending SRCC are given in Table 18.

TABLE 18.

Decisions to Attend By
Non-Reservation High School Graduates

Reason	Total Responses
Proximity/Convenience/Availability	11
Continue/Further Education	4
Social Aspects	1
Complete Degree	1
G.I. Bill	2
Specific Program:	
Indian Studies	4
Teacher Training	1
Nursing	1
Comfortable Atmosphere	2
Size	1
Taking Courses/Good Courses	1

Some graduates attended college or received other training previous to coming to SRCC. That data is contained in Table 19.

TABLE 19.

Decisions to Attend by Previous Post-Secondary Training

Reason	College	Vocational	Mixture of College/Vocational	Total Responses
Proximity/ Convenience/ Availability	16	3	1	20
Continue/Further Education	3	2	0	5
Work/Job Skills	1	2	2	5
Staff: Specific Members/ Staff in General	0	1	1	2
Individual Attention	2	0	0	2
Complete Degree	3	3	2	8
G. I. Bill	1	1	0	2
Specific Program:				
Indian Studies	2	0	0	2
Teacher Training	3	0	0	3
Nursing	1	0	1	2
Comfortable Atmosphere	1	0	0	1
Size	1	0	0	1
Taking Courses/Good Courses	1	0	0	1
Parents' Wish	0	1	0	1

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A large percentage of SRCC graduates plan to further their schooling. Table 20. indicates these intentions.

TABLE 20.

Plans to Pursue Further Schooling

	Female	Male	Total	Percentage of Total
Yes	34	15	49	77
No	6	5	11	17
Maybe	3	1	4	6

Some of the "No" answers in Table 20. need a qualification. Some people said that they did not plan to pursue further schooling at this time, implying that they might possibly be interested at a later time. The "Yes" answers in Table 20. also had qualifications, which can be seen in Table 21.

TABLE 21.

Qualifications - Graduates Who Plan To Pursue Further Schooling

	Female	Male	Total	Percentage of Total
Enrolled now/other school/other program	10	7	17	35
Plan to work a year/ a while	4	1	5	10
Later	3	0	3	7
Definitely enrolled for later	1	1	2	4
Probably enroll/ definite school or program	8	4	12	24
Plans/but no application made	5	1	6	12
Yes/no comment	3	1	4	8

Table 22. breaks down decisions to attend by education of the graduates' parents. The categories do not reflect the total picture of parents' education. For example, if both parents completed elementary school, it is possible that either or both completed as much as the tenth grade. Similarly, if one parent finished high school, the other may have had only a sixth grade education.

TABLE 22.

Decisions to Attend by Parents' Education

	Both Did Not Complete Elementary	One Completed Elementary	Both Completed Elementary	One Completed High School Or Equivalent	Both Completed High School Or Equivalent	One Some College	Both Some College	Unknown
Proximity/ Convenience/ Availability	2	4	8	6	4	5	2	1
Continue/Further Education	1	2	2	0	1	1	0	1
Work/Job Skills	0	1	2	1	0	1	0	1
Staff: Specific Members/Staff in General	0	1	0	0	1	0	0	1
Individual Attention	0	0	0	0	0	2	0	0
Social Aspects	0	0	0	0	0	1	0	0
Complete Degree	0	1	3	3	0	1	0	0
G.I. Bill	0	0	0	0	2	0	0	0
Specific Program:								
Indian Studies	0	0	1	2	0	1	0	0
Teacher Training	0	1	1	0	1	1	0	0
Nursing	0	1	1	1	0	0	0	0
Comfortable Atmosphere	0	0	1	0	1	0	0	0
Size	0	0	0	0	1	1	0	0
Taking Courses/ Good Courses	0	0	1	0	0	0	0	1
Personal Satisfaction	0	0	0	1	0	0	0	0
Parents' Wish	0	0	1	0	0	0	0	0

The third question in Chapter 1 asks, "What kinds of employment patterns occur among SRCC graduates?" Those patterns appear by age groups in Table 23.

TABLE 23.

Employment Patterns by Age Group

	18-26	27-32	33-38	39 or more	Total	Percentage of Total
Yes (Full-Time)	10	21	6	9	46	72
No	3	3	4	2	12	19
Part-Time	2	3	1	0	6	9
Specific Training	7	14	3	2	26	41
Particular Skills:						
Totally	4	7	1	2	14	21
Partially	5	17	5	6	33	52
Not at All	2	1	0	0	3	5
Same Job	7	16	5	4	32	50

Some of the category headings require clarification. "Specific Training" refers to a job for which specific training at the college was received; "Particular Skills" means use, in the job, of particular knowledge or skills learned at the college; "Same Job" refers to graduates working at the same job at the time of completion of the instrument as they were at the time of their graduation. Several of the 32 respondents in the latter category were also employed at that job while attending school at SRCC.

Table 24. lists employment patterns by sex.

TABLE 24.

Employment Patterns by Sex

	Female	Male	Total
Yes (Full-Time)	28	18	46
No	10	2	12
Part-Time	5	1	6
Specific Training	20	6	26
Particular Skills:			
Totally	11	3	14
Partially	20	13	33
Not at All	2	3	5
Same Job	22	10	32

Of the totals shown for employment in Table 24., 72% of SRCC graduates are employed full-time; 9% are employed part-time; and 19% are not employed.

Various reasons were listed for graduates who are working away from Standing Rock. Some plan to return if a job in their field arises; others do not. The results are contained in Table 25.

TABLE 25.

Reasons Graduates Work Away from Reservation And Plans to Return

	Number of Returns	Responses Yes	No
Political Situation	1	1	0
Better Job Offer	1	1	0
Moved/Other Location	2	1	1
Personal	1	0	1
Transfer	2	2	0
Job Offer with Reservation Students	1	1 (later)	0
Different Atmosphere/ Prove Self	1	0	1

The "Political Situation" response of one of the graduates refers to a specific program. He stated that "politics" are involved in getting a job on Standing Rock; i.e., if one knows the "right" people, one can have a job. He felt that he was not on the "inside track" with the staff of the program and was therefore denied an opportunity to work on the reservation.

Table 26. shows the unemployed graduates' feelings on plans to work.

TABLE 26.

Unemployed Graduates' Plans to Work

	Female	Male	Total
Yes	6	1	7
No	2	0	2
Maybe	2	0	2
No Response	1	0	1
Total	11	1	12

Two of the "Yes" responses were qualified by "after graduation." The male "Yes" respondent said he planned to work later. Six of the unemployed are continuing their schooling. Of the 11 who responded, 9 females and 2 males said they felt the degree would help them get a job, 2 (1 female, 1 male) qualifying the response with "hope so".

Of the 8 non-Indian graduates, all are employed, 5 at the same job in which they were working at the time of their graduation. One person feels that he is working in a job for which he was specifically trained at the college, and 7 state that they partially use particular skills or knowledge learned at the college in their jobs.

The high school diploma vs. the GED certificate has some bearing on employment patterns. Table 27. reveals the results.

TABLE 27.

Employment Patterns by High School vs. GED

	High School	GED	Total
Yes (Full-Time)	35	11	46
No	7	5	12
Part-Time	4	2	6
Specific Training	16	10	26
Particular Skills: Totally	11	3	14
Partially	25	8	33
Not at All	4	1	5
Same Job	23	9	32

Table 27. shows that 55% of the graduates who received a high school diploma are employed full-time, while 17% of the GED certificate recipients are employed full-time. Six percent of the high school graduates are employed part-time, while 3% of the GED graduates are employed part-time. Eleven percent of the total who received high school diplomas are unemployed, while 8% of those who received GED certificates are unemployed.

Some graduates who attended schools previous to Standing Rock Community College went to colleges, vocational schools, or to both colleges and vocational schools. Their employment patterns are demonstrated in Table 28.

TABLE 28.

Employment Patterns
By Previous Post-Secondary Training

	College	Vocational	Combination of College/ Vocational	None
Yes (Full-Time)	23	8	4	11
No	3	2	2	5
Part-Time	2	1	1	2
Specific Training	17	2	4	3
Particular Skills: Totally	8	1	3	1
Partially	15	7	2	9
Not at All	1	1	0	3
Same Job	16	6	5	5

Of the 52 graduates employed, 20 from the Teacher Training Project are employed in teaching positions; 6 from the Nursing Program in nursing positions; 8 from the Business Program in business positions; and 18 from the General Studies program.

Table 29. presents information on employment/unemployment according to education of parents of the graduates.

TABLE 29.

Employment Patterns by Parents' Education

	Both Did Not Complete Elementary	One Completed Elementary	Both Completed Elementary
Yes	2	7	17
No	1	3	1

	One Completed High School	Both Completed High School	One Some College	Both Some College	Unknown
Yes	6	7	10	1	2
No	3	1	2	0	1

Of the 10 people in Table 29. who listed 1 parent as having had some college, one of the graduates has a parent who completed the equivalent of a Master's Degree.

Question #4 in Chapter 1 reads, "How do graduates of SRCC evaluate their college experience?" For purposes of reporting the data, the responses were categorized by what were felt to be the most helpful aspects of the college. Table 30. sorts the helpful aspects by age groups.

TABLE 30.

Quality of Education:
Helpful Aspects by Age Group

	18-26	27-32	33-38	39 or more	Total Responses
Specific Courses/Areas	8	18	7	10	43
On-Job-Training	2	3	1	0	6
No Comment	1	2	1	0	4
Learning/ Enlightenment	1	2	0	0	3
Social	1	1	1	0	3
Intimacy	2	1	2	0	5
Get Degree	0	1	0	0	1
Easy	0	1	0	0	1
Indian Involvement In Education	1	0	1	1	3

Some groupings in this table need explanation. The same explanation also applies to Tables 32. and 35. Under "Specific Courses/Areas" graduates listed: English, math, social sciences, business, bookkeeping, typing, Indian Studies, biology, shorthand, nursing, psychology, philosophy, science, language arts, reading methods, elementary education courses, sociology, all courses. Comments of student/staff relations (individual help), size, and confidence have been consolidated under the heading "Intimacy".

The age group variable is also used in Table 31. for suggestions for improvement.

TABLE 31.

Quality of Education:
Suggestions by Age Group

	18-26	27-32	33-38	39 or more	Total Responses
More Stringent Criteria	2	3	0	1	6
No Comment	4	6	4	1	15
Improve Class Offerings	5	6	2	4	17
Student Services	0	4	5	1	10
Contemporary Indian Issues	0	2	0	1	3
Family Unit	0	1	0	0	1
More Commitment-Students	0	0	0	3	3
Enlarge to 4-Year College	1	2	0	1	4
New Instructors-Explain Better	0	1	0	0	1
More Staff	1	0	0	0	1

As with the helpful aspects, some suggestions for improvement have been consolidated. This information also applies to Tables 33. and 36. "More Stringent Criteria" has under it the areas of more tests, harder courses, and longer class hours. "Improved Class Offerings" is the general category for more variety/choice of classes and more specific courses.

The addition of specific courses requested by graduates are history, government, algebra, Lakota Studies, science, business, geology, math, lab courses (gym, art, science), advanced Nursing, foods, agriculture. Information on tribes/land base/resources and the judicial system have been consolidated under "Contemporary Indian Issues". The largest consolidation is that of "Student Services", under which are contained more counseling (financial aid and general), recruitment of more area students, student transportation, extra-curricular activities, and expansion of classes to other communities. One comment, "Family Unit", refers to centering the focus of the college around the family unit and relying on the elderly for more information. It should also be noted that some graduates suggested enlarging the college to a four-year program. Those people perhaps are not aware of the existence of the Upper Division Program (3rd and 4th year) at the college.

Sex as a variable for quality of education appears in Table 32. for helpful aspects and in Table 33. for suggestions.

TABLE 32.

Quality of Education:
Helpful Aspects by Sex

	Female	Male	Total
Specific Courses/Areas	33	12	45
On-Job-Training	4	3	7
No Comment	2	2	4
Learning/ Enlightenment	2	1	3
Social	3	1	4
Intimacy	6	1	7
Get Degree	0	1	1
Easy	1	0	1
Indian Involvement In Education	0	2	2
Total Responses	51	23	74

Sixty of the 64 graduates responded to the question on helpful aspects of the college. A representative comment was: "I enjoyed being close to Indian people involved in education." Another was "What was helpful to me was just going back to school, learning again. It made me want to go on for more schooling." (This person is, in fact, pursuing a Bachelor's Degree at another institution.) "I liked the smallness of the classes, the individual help," stated one person, reiterating the views of others. "I gained in confidence," is a remark made by more than one graduate.

Some felt a camaraderie at the college, as mentioned by one student, "The cooperation with other students and teachers was helpful to me." Those who listed the Lakota Studies Program as a reason for attending found the information gained in that area to be very useful. As one student put it, "I doubt that I could've gotten that information elsewhere." Many Teacher Training respondents (and Nursing graduates, as well) liked the practical aspects of their programs. One said, "I liked working in the classroom while I was going to school."

TABLE 33.

Quality of Education:
Suggestions (General) by Sex

	Female	Male	Total
More Stringent Criteria	5	1	6
No Comment	10	5	15
Improve Class Offerings	13	4	17
Student Services	7	4	11
Contemporary Indian Issues	0	3	3
Family Unit	0	1	1
More Commitment-Students	1	2	3
Enlarge to 4-Year College	1	3	4
New Instructors-Explain Better	0	1	1
More Staff	1	0	1

In addition to general suggestions for improvement, graduates from two of the programs offered suggestions that were specific to those programs. One female Teacher Training graduate asked that there be more communication between the staff and students; 1 female wanted more involvement from both staff and students; 3 females suggested having more classroom experience; 1 male requested more direction from classroom supervising teachers; and 1 female called for more staff dedication.

Two of the Nursing graduates suggested getting better teachers and one suggested that the staff should be more together and should show more fairness to students. All Nursing graduates are females.

General suggestions were represented by such comments as, "More sciences should be offered. I wouldn't have had to go to another college this semester if SRCC offered the science I needed." Another graduate said, "The college should be harder on students." The latter comment was made even stronger by this suggestion: "The college should offer a challenge. It shouldn't be too easy--especially for young people just coming out of high school." Another student called for "raising the standards." "A wider variety of classes should be offered in communities other than Fort Yates" was a suggestion aired several times. The student who asked for extra-curricular activities stated, "Even though students here are older, they need other things than just going to

school." Of the 64 graduates, 49 offered suggestions for improvement.

Helpful aspects of quality of education listed by all 8 non-Indians were specific courses or areas. Suggestions made by the same group are given in Table 34.

TABLE 34.

Suggestions by Non-Indians

	Total Responses
Improvement of Class Offerings	2
Student Services	2
More Commitment by Students	3
Enlarge to 4-Year College	1
More Stringent Criteria	1
No Comment	1
Total	10

Using the high school vs. GED variable, helpful aspects of the quality of education can be found in Table 35., and Table 36. contains the suggestions for that same category.

TABLE 35.

Quality of Education:
Helpful Aspects by High School vs. GED

	High School	GED
Specific Courses/Areas	28	15
On-Job-Training	7	1
No Comment	3	1
Learning/ Enlightenment	2	1
Social	2	1
Intimacy	4	1
Get Degree	1	0
Easy	1	0
Indian Involvement In Education	3	0

Though the idea of the college being "easy" was considered by some to be a fault, at least one person found that aspect a helpful one, as can be seen in Tables 30., 32., and 35.

TABLE 36.

Quality of Education:
Suggestions by High School vs. GED

	High School	GED
More Stringent Criteria	5	1
No Comment	8	7
Improve Class Offerings	11	7
Student Services	6	3
Contemporary Indian Issues	3	0
Family Unit	1	0
More Commitment-Students	3	1
Enlarge to 4-Year College	4	0
New Instructors-Explain Better	1	0
More Staff	1	0

Very few comments have been interjected in the reporting of the results of the study. That information will follow in Chapter 5.

CONCLUSIONS

The largest number of graduates cited reasons of proximity/convenience/availability for attending Standing Rock Community College, whether the variable was age, sex, non-reservation high school graduates, previous post-secondary training, or parents' education. These numbers indicate that a high value is placed on the availability of a community college on the reservation. It should be noted, however, that a rather large percentage (55%) stated that they would have attended or continued attending another college if SRCC did not exist. However, the availability of a college close to home apparently presents an attractive choice. There is obviously a great deal of interest in being involved in higher education by SRCC graduates because 71.88% of them had previous post-secondary training before attending the community college. Though no exact numbers or percentages are available, many graduates stated that they did not complete the training they were receiving; some, in fact, did not complete the quarter or semester in which they were enrolled. Various reasons, of course, exist for such a situation, just as they do for the fact that 32.81% of the graduates attended more than one college or training previous to SRCC. The writer would not attempt to speculate on why

training at other institutions was not always completed or why more than one choice was made for post-secondary training, but it does seem reasonable to assume that the community college on the reservation offers an alternative to previously-attended institutions and that many people find it important enough to take advantage of. There appears to be a willingness to "give the community college a try."

The largest age group, 27-32 years, has chosen the continuance/furthering of education as the second most prevalent reason for attending SRCC. This age group also has the largest number of people choosing the college because of its Teacher Training Project and Nursing Program. Because the student body at SRCC is generally older than that of other colleges and universities (average age of students at the time of their graduation is nearly 32 years), people perhaps have had an opportunity to experience other aspects of life before deciding to attend college. As with all older students, by the time they do come to college, they probably have a better idea of what they want than younger people might.

The 33-38 age group offers work/job skills as the second most prevalent reason for attending. Likewise, the 39 or more age group lists Indian Studies in the second position. The same indications involving decisions to attend may be as true for this age group as for the previous one.

All four people who cited Indian Studies as their reason for attending the college are non-Indian. They are also among those who graduated from non-reservation high schools.

It could be surmised that this area has a special attraction for non-Indians. Or it could at least be concluded that Indians who take Indian Studies courses do not consider these course offerings a prime reason for attending. Perhaps because this area would be more unfamiliar to non-Indians than to Indians, the non-Indians choose to mention it. However, one of the oldest Indian graduates (56 years old) who has a strong personal knowledge of traditional culture, felt that the most helpful aspect of SRCC for her was the Lakota Studies program, that she "learned a lot" from the courses. She further suggested that "young people should go to the college," implying that the academic knowledge of Lakota culture is important, along with traditional information "handed down" in families.

It is also interesting to note that the two respondents who gave as their reason for attending that of receiving G.I. Bill benefits are non-Indian. They also graduated from non-reservation high schools.

GED certificate recipients showed specific staff members and work/job skills equally holding second place in decisions to attend. They share the first reason equally with reservation high school graduates. Reservation high school graduates also rate work/job skills fairly high as a reason for attending. Both of these reasons are stronger among GED graduates and reservation high school graduates than among non-reservation high school graduates. Perhaps, for the first group, there is more of a need for encouragement from

the staff than for the second group. Certainly, a recommendation could be made that the staff continue making contacts with prospective students.

As for work/job skills being chosen by GED and reservation high school graduates as an important reason for attending, it appears that these groups are most in need of employment. Many people in the second group were already employed while attending SRCC.

Those graduates who had previous post-secondary training before coming to SRCC place the completion of a degree as the second highest reason for attending. That seems to be logical, in that many had begun their training in other schools and wanted to complete it. Other important considerations cited are individual attention, Teacher Training Project, and the Nursing Program.

A large percentage (77%) of graduates plan to pursue further schooling. It is not known whether they would have if they had gone elsewhere to college. However, it could be speculated that SRCC has had some influence in that decision. In fact, 35% are presently enrolled in another school or program, some within the programs at the college (i.e., Teacher Training Project, Upper Division). Another 24% have definite schools or programs in mind.

Besides availability, the next highest reason for attending in terms of parents' education is that of completing a degree by graduates whose parents both finished elementary school or one of the parents finished high school. Perhaps

in these groups, emphasis was placed on completing a degree. It would be difficult to say whether the amount of parents' education had an influence on the student's completion. Only one respondent specifically stated that she went to college to carry out her father's wish. He had completed the eighth grade.

The 27-32 age group has the highest number of graduates employed full-time. Since this age group is also the largest, it is logical that it would have the highest employment rate. Those same graduates are highest in part-time employment, in working at a job for which they were specifically trained, for partially utilizing particular knowledge or skills learned at the college, and for working at the same job at the time of completing the instrument as they were when they graduated. The 33-38 age group has the highest unemployment, and the 18-26 age group lists using particular knowledge or skills not at all more often than do other age groups. (The total, however, is very small--only two.)

More females than males are employed, but in percentages, the males take the lead with 86% of them being employed full-time, while 65% of the females hold full-time jobs. There are more than twice as many female graduates as males, yet female unemployment is higher than male. Percentages of unemployed respondents presently continuing their schooling are close in both females and males. Most of them plan to work after they finish school. (One did not comment on plans to work.) In the group not presently attending school, 1

female is actively seeking employment and 2 are undecided about whether or not they want to work. One does not plan to work at this time. The only male in this group is employed part-time. In view of these figures, the discrepancy between female and male employment rates is not as great as it might at first seem.

Of those working away from Standing Rock, 6 would return if a job in their field were available; 3 would not. These figures seem to indicate that ties with the reservation generally remain strong. In fact, 98% of the graduates who are employed full-time are working on the reservation. Of those not presently employed, 60% of the females and 100% of the males intend to work.

Employment rates by high school vs. GED are quite close. In both groups, 76% of the high school graduates and 61% of the GED graduates are employed full-time. More of a discrepancy exists in specific training for jobs: high school graduates show that 35% work in jobs for which they were specifically trained, while 56% of the GED graduates working are in jobs for which they were specifically trained. Total use of and no use at all of particular knowledge or skills learned at the college are close in both groups. Partial use of particular knowledge or skills has similar differences to those that exist in the full-time employment: 54% for high school graduates and 44% for recipients of GED certificates. Each group shows 50% working in the same job at the time of completing the instrument as when they graduated.

People who attended another college or colleges have a higher employment record (50%) than those who attended vocational schools, a combination of college and vocational, or had no previous post-secondary training. That group holds the highest totals for most of the other categories relating to employment. Previous college experience may have a bearing on job opportunities and success, but other variables that do not show on the data may also be relevant. For example, these people might be more adept at seeking jobs, possess more skill in application procedures, or may simply be "in the right place at the right time." The next largest category of graduates who are employed are those who had no previous post-secondary training. They total 24%.

Graduates whose parents both completed elementary school have the highest total of those employed (27%). The next highest, 16%, is held by those who had one parent with some college. Equal rates of unemployment are experienced by those who had one parent with a completion of elementary school and one parent with a completion of high school (5%). Other totals are quite small and apparently random.

Helpful aspects in the quality of education question show specific courses/areas rated the highest by all age groups, by both sexes, and by both high school and GED graduates. Of the total responses of the 27-32 age group, 62% cite specific courses/areas as the most helpful aspect. Percentages of the other age groups are fairly close to the 27-32 age group, but

the 39 or more group has a much higher rating for specific courses/areas: 91%. Other helpful aspects have only a few responses in each group. Even so, it is recommended that all of these responses be considered, as well as the suggestions for improvement, in terms of the extent to which the philosophy of the college is being implemented.

Of the female graduates, 77% chose specific courses/areas as the most helpful aspect, while 57% of the male graduates chose that category. Most other delineations were quite small by comparison. One, however, stood out from the others: 14% of the females viewed intimacy (student/staff relations, size, confidence) as a helpful aspect, while 5% of the males viewed it so.

Of the high school gradutes, 61% cited specific courses/areas as the most important aspect, but 83% of the GED graduates listed it as such. On-the-job training appeared to be more important to the high school graduates, 15% of whom chose it as an important aspect, over 6% of the GED graduates. Other categories show small percentages.

Improved class offerings is the top suggestion by age group, sex, and high school vs. GED. Second in all three variables is no comment; student services rates as the third highest suggestion in all three variables. Other suggestions are random.

It would be very difficult to draw any final conclusions on the basis of the data presented. However, certain general-

izations can be made. Some have already been mentioned earlier in the chapter.

The fact that Standing Rock Community College exists and is available to people who do not need to leave home to attend has been listed as the most important reason for attending by both sexes, all age groups, non-reservation high school graduates, those who had previous post-secondary training, and those whose parents' education varied. This points to a value which people place on the existence of a local college. It seems to justify that SRCC is certainly serving a purpose; that it should continue as an institution of higher learning.

The 27-32 age group indicated the continuing/furthering of their education as a strong reason for attending. Such information is perhaps related to the proximity aspect. Since the college is readily available, these people may feel that it offers them an opportunity to continue or further their education.

Certain groups (33-38 age group, GED graduates, reservation high school graduates) have given work/job skills as one of the main reasons for attending SRCC. They, too, could view the college as a convenient place to attain these skills. The nearness of the institution makes that possible.

Non-Indians' reasons for attending (aside from the proximity/availability category) appear to be a bit different from those of Indian graduates. These reasons center around the existence of Lakota culture courses and the receiving of G.I. Bill benefits. Again, though, this information could

be seen as a convenience aspect in that SRCC is the closest post-secondary institution where G.I. Bill benefits could be utilized, and it is also the closest place where Lakota Studies is offered.

It is difficult to make comments on employment patterns. The data is not nearly comprehensive enough to indicate any conclusions. Further, many graduates were working while they attended school. The proximity of the college, however, most likely made it possible for them to enroll in school full- or part-time without having to give up jobs to do so.

GED graduates show a 21% higher rate of employment in jobs for which they were specifically trained at SRCC than do high school graduates. This same group also lists work/job skills as the second highest reason for attending. Of this group, 83% show specific courses/areas as the most helpful aspect, compared to 61% for high school graduates. While none of this evidence is essentially conclusive, it does seem to indicate that more particularity--both in jobs and in coursework--exists with GED graduates than with high school graduates. It could be speculated that a person who gets his GED has a more specific goal in mind in continuing his education and seeking employment than does a high school graduate in the same situation.

Specific courses/areas hold the highest place as the most helpful aspects of the college in most variables. In fact, the 39 or more age group gives a 91% rating to this aspect. This certainly very strongly indicates that graduates find

value in what the college has to offer. Interestingly, also, is the suggestion made by the largest number of graduates that class offerings be improved; i.e., that there should be more variety and choice of classes and that more courses be added to meet specific needs. Students apparently want input into what they learn. The writer would strongly recommend that this suggestion be given serious consideration. The philosophy of Standing Rock Community College states that it exists for the sake of the students, that it attempts to meet their diversified needs, that it respects the different ways each student views his education. If the college is to live up to that standard, it must listen to students. It must seriously make use of their ideas and perspectives in designing courses and programs that are best for them.

The study has looked at some elements which attest to a positive influence that SRCC has obviously had on many of its graduates. Other elements have not been explored fully enough or have not revealed information that could be useful and interesting to the college and to residents of Standing Rock. For example, 55% of the respondents received other post-secondary training before choosing SRCC. While it is certainly a national trend for undergraduate students to experiment with more than one college experience, it might be enlightening to compare such statistics with other similar non-Indian institutions in the area--Bismarck Junior College, for instance. What could be looked at would be 1) how many institutions students attended before the one from which they

graduated, 2) length of time spent in each of these places, 3) distance from the student's home to the institutions, 4) why they changed schools, 5) how "set" their educational and career goals were by the time they decided on the college from which they received a degree.

A substantial number of graduates (55%) said that they would have attended or continued attending another college if SRCC had not been on the reservation. A similar question could be asked of students recently enrolled at the college. The writer's speculation is that quite a discrepancy would exist. As students near their graduation date or as they reflect upon their experience after they have graduated, it seems likely that they would be more prone to respond in favor of reporting that they would have attended another school had not SRCC been available, than at an earlier point in their college career. The momentum of going to school and having a goal's end in sight would tend to change one's perspective.

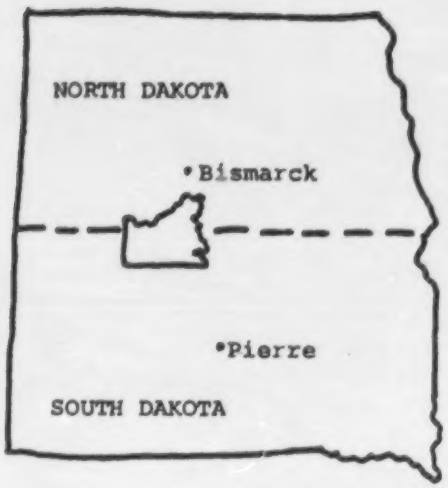
Of the 64 graduates, 77% plan to pursue further schooling. A question on a future study could extend this information by asking how much influence those respondents felt that their experience at SRCC had had on their decision to further their education.

This study speaks to Indian higher education on the reservations, as defined broadly by Vine Deloria, Perry Horse, Gerald One Feather, and James Shanley in Chapter 2. It has perhaps not shown directly how these definitions fit into the scheme of graduates' experience at this particular Indian

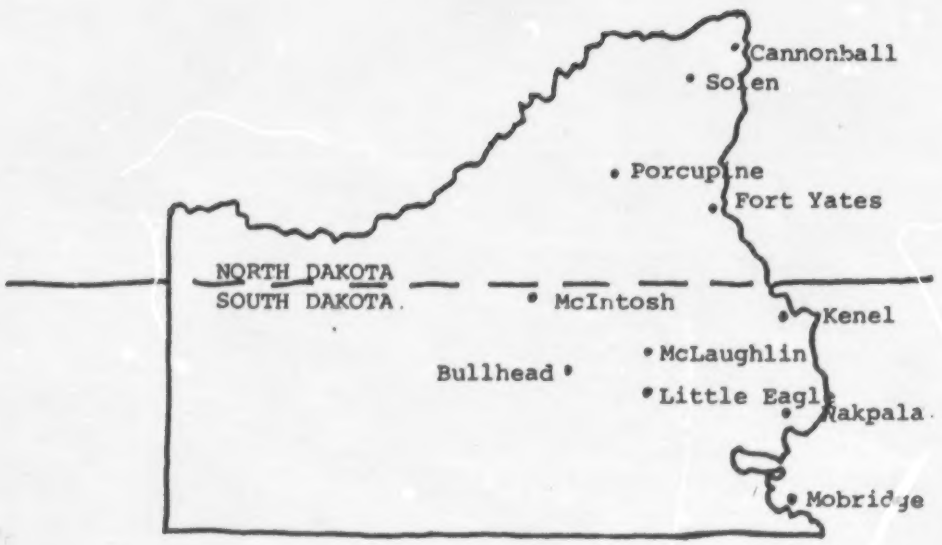
community college, but it has shown that Standing Rock Community College is generally viewed as a valuable agent in the lives of many of the graduates. The study has also been unable to directly offer examples of what makes SRCC different from any other college or university (particularly white, middle-class-oriented colleges and universities). That uniqueness is a common thread that runs through the remarks of all the Indian educators in Chapter 2. Yet, the extent to which Standing Rock Community College is meeting the challenge remains to be seen. There are some obvious differences: most students are Indian, the college is located on a reservation, a large proportion of the faculty and staff is Indian, Lakota Studies courses are offered, as well as other program courses designed especially for the betterment of quality of life on the reservation. But the data in this study does not indicate how well the college is <u>really</u> doing in developing a system that can give adults on the reservation an education which is just as acceptable as one obtained anywhere else and which is outstanding to the personal and intellectual needs of its students. If this truly is a commitment of the college, as stated in its philosophy, then it must continue the search for reaching students in the very best way possible to demonstrate the uniqueness that can make it an even more important force on the reservation and elsewhere. Listening to what graduates say about their experience seems to be an excellent step in finding out where Standing Rock Community College goes from here, what it needs to do, and how it needs to do it.

APPENDIX A

LOCATION OF STANDING ROCK RESERVATION



STANDING ROCK RESERVATION



APPENDIX B

1. Name_____ 2. Date of Birth_____ 3. Sex____

4. Tribal Affiliation: ____ Standing Rock Sioux

____ Other Tribe (Specify)_____

____ Non-Indian

5. Secondary School_____ 6. Year of Graduation _____

7. Date of Graduation from SRCC_____ 8. Type of Degree_____

9. What level of schooling did your parents complete?

a. Father _____ b. Mother _____

10. Did you attend another college or receive other training before coming to SRCC? (For example: vocational training, art school)

a. If yes: Where? b. When?

11. Why did you decide to come to SRCC?

12. If SRCC were not here, would you have attended or continued attending another college?

13. In what area was your training at the time of your graduation? (For example: business, general education, teacher training, nursing)

14. Have you pursued or do you have definite plans to pursue further schooling?

15. Are you employed?

a. If yes: Where?

b. What is your job title?

c. Are you presently working at a job for which you were specifically trained at SRCC?

d. Do you use particular knowledge or skills learned at SRCC in your job?

Totally Partially Not at all

e. Are you working at the same job now that you were immediately after your graduation from SRCC?

16. If working elsewhere than on the Standing Rock Reservation:

a. Why did you decide to work away from Standing Rock?

b. If there were a job available in your field, would you return to Standing Rock?

17. If unemployed:

a. Do you plan to work or are you seeking work at this time?

b. Do you feel your degree from SRCC will help you find a job?

18. What aspects of your education at SRCC were most valuable to you?

19. Do you have any suggestions for what might be done to make education at SRCC more valuable for others?

APPENDIX C

STANDING ROCK COMMUNITY COLLEGE
FORT YATES, NORTH DAKOTA 58538

Standing Rock Community College
Fort Yates, ND 58538
Phone: 854-3861

Bismarck Junior College
Schafer Heights
Bismarck, ND 58501
Phone: 255-4707

November 6, 1979

TO WHOM IT MAY CONCERN:

Jean Katus, a graduate student at the University of North Dakota, will be conducting research at Standing Rock Community College from October 1, 1979 through May 30, 1980. Ms. Katus is preparing a thesis entitled, "A Follow-Up Study of SRCC Graduates."

Because the results of her research will be useful to the College, she has been granted permission to use the student files at SRCC. Ms. Katus will also be interviewing students who have been graduated from SRCC. I would like to urge former students and the present staff to cooperate with Ms. Katus in providing her with information.

Sincerely,

Jan Murray

Jan Murray,
SRCC Vice-President
of Academic Affairs

dg

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dg

1. Name_____ 2. Date of Birth_____

3. Sex_____ 4. Tribal Affiliation: _____Standing Rock
_____Other Tribe (Specify)
_____Non-Indian

5. Secondary School_____

6. Year of Graduation_____

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